

Supporting language development in preschools/kindergartens in Lebanon : exploring respective roles of teachers and Speech and Language Therapists.

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Background: Professional's beliefs about language development can impact practices in the field of preventing language and literacy difficulties (Piasta et al., 2009). Moreover, inter-professional understanding of respective roles of teachers and SLTs is necessary to understand how to support students in collaborative practices (Wilson & Gillon 2017). In the Lebanese context, both SLTs and KG Teachers' roles in prevention remain unclear which raises major questions related to the SLT profession's legal frame.

Aims: The study aims at *exploring perceptions, identifying barriers and motivations for collaboration between SLTs and KG teachers.*

Procedure:

2 questionnaires (paper for KG teachers and online for SLTs) based on the tiered model for intervention in SLT (Ebbels et al. 2017).

To explore: practices, perceptions, barriers and motivation.

Participants:

1259 KG teachers (public and private schools)

Age: $M = 37.88$ yrs; $SD = 10$ yrs;

Nb of yrs of exp.: $M = 15.51$; $SD = 9.88$ yrs.

200 Lebanese SLTs, (Female: $N = 195$)

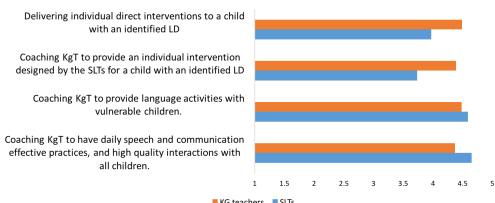
Age: $M = 28.9$ yrs; $SD = 5.14$ yrs

Nb of yrs of exp. : $M = 7.11$ yrs; $SD = 5$ yrs

SLTs practicing in schools : $n = 47$.

1- Perceptions of SLT's role

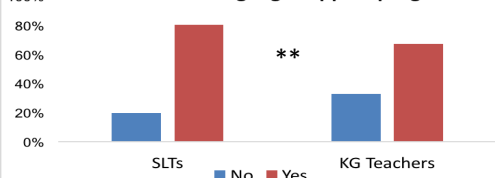
Perception of the SLT's role in prevention by KG teachers and SLTs



Teachers often agree that SLTs provide services to children with identified Language disorders but are not aware about their responsibility to teach **all children** (Shaughnessy & Sanger, 2005).

3- Motivation

SLTs and KG Teachers motivation to collaborate in a language support program

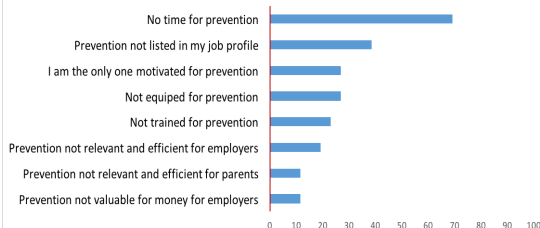


References.

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2- Barriers

SLTs' Barriers for prevention in kindergarten's setting



Prevention is less considered in the timeframe of SLTs in schools. SLT Practices in schools are more focused on the medical model for intervention: assessment and direct individual sessions (Law et al. 2015).

Conclusions:

- ✓ Findings suggest differences in SLTs and KG Teachers' perceptions of SLT's role in prevention which have to be taken into consideration when preparing a collaborative language support program.
- ✓ SLTs in schools don't have enough time for universal and targeted interventions.
- ✓ Motivation to collaborate is positive for both groups but is significantly more important for SLTs.

Aknowledgements

The authors would like to thank S. Leroy (Ulg), F. Hallal, J. Khoury, R. Francis, R. Bou-Nader (ISO, USJ) and the SLT students S. Prévot, A. Salam, R. Hassan, N. Saliba & L. Wazzi. This project is supported by the Research Council of USJ, Beirut.